

## OVERVIEW

CUMBERLAND  
COMMERCIAL TWP

GRADE SPAN 06-08

11-0950-050  
PORT NORRIS MIDDLE SCHOOL  
6812 BROWN STREET  
PORT NORRIS, NJ 08349-9620

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

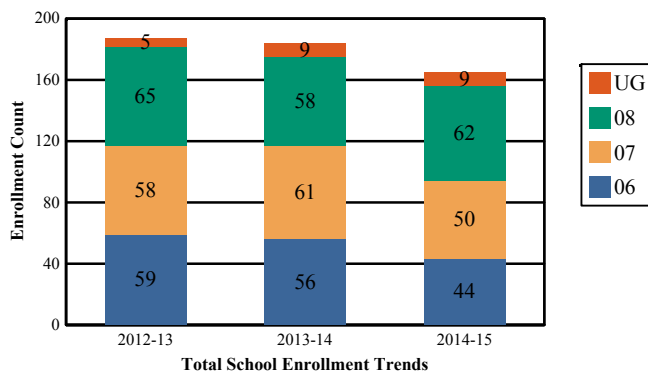
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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

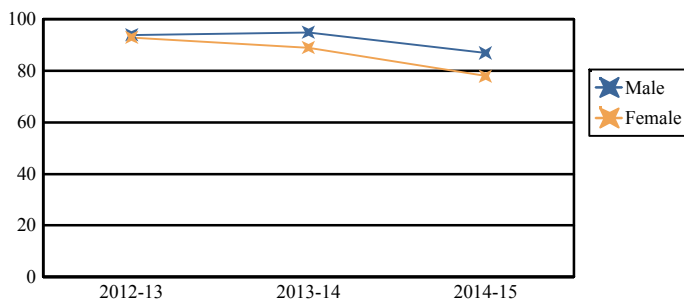


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	187
2013-14	184
2014-15	165

### Enrollment by Gender

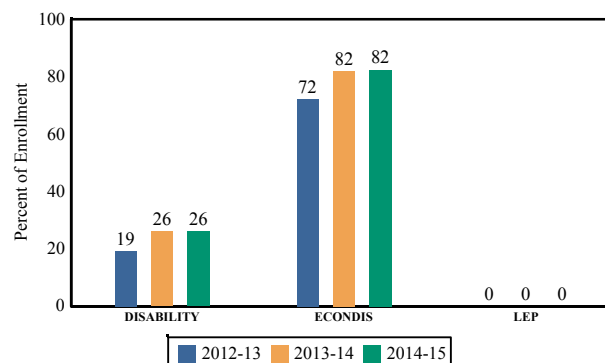
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	94	93
2013-14	95	89
2014-15	87	78

### Enrollment Trends by Program Participation

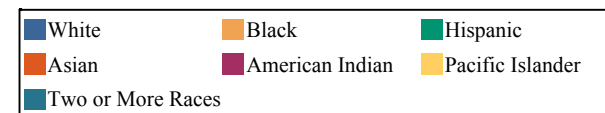
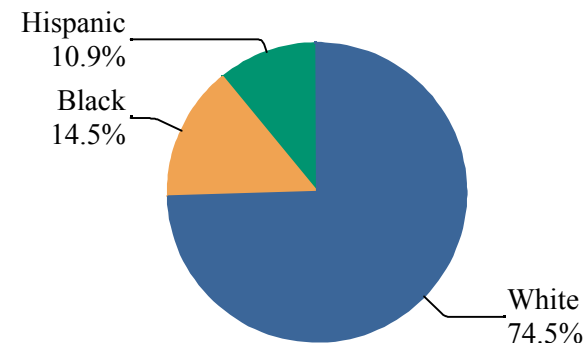
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	43	26%
Economically Disadvantaged Students	136	82.4%
English Language Learners	0	0.0%

### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.4%
Spanish	0.6%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>36%</b>	<b>84</b>	<b>30</b>
Math Met or Exceeded Expectation	<b>27%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	36%	95%	91%	<b>YES*</b>
White	103	37.9%	95%	90.2%	<b>YES*</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	13.2%	95%	95.7%	<b>YES</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	113	38%	95%	91.2%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	26.6%	95%	91%	YES*
White	103	29.1%	95%	90.2%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	38	10.5%	95%	95.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	113	26.6%	95%	91.2%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	734	749	24%	14%	24%	30%	8%	38%	50%
White	27	733	755	22%	19%	22%	26%	11%	37%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	33	737	733	21%	12%	24%	33%	9%	42%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	728	750	25%	15%	25%	25%	10%	35%	53%
White	32	733	757	22%	16%	22%	28%	13%	41%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	12	687	713	67%	0%	8%	8%	17%	25%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	42	725	733	29%	14%	24%	21%	12%	33%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	733	750	24%	20%	20%	24%	11%	35%	53%
White	44	736	757	20%	23%	20%	25%	11%	36%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	38	731	732	29%	18%	13%	29%	11%	39%	34%



PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	732	743	11%	32%	27%	30%	0%	30%	42%
White	27	733	749	11%	33%	26%	30%	0%	30%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	33	734	729	9%	30%	27%	33%	0%	33%	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	728	740	15%	25%	40%	19%	2%	21%	38%
White	32	732	745	13%	22%	44%	22%	0%	22%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	12	695	715	50%	25%	0%	17%	8%	25%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	42	726	728	17%	26%	38%	17%	2%	19%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	721	726	24%	31%	27%	18%	0%	18%	24%
White	36	726	732	19%	31%	28%	22%	0%	22%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	34	720	719	29%	29%	21%	21%	0%	21%	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 08**

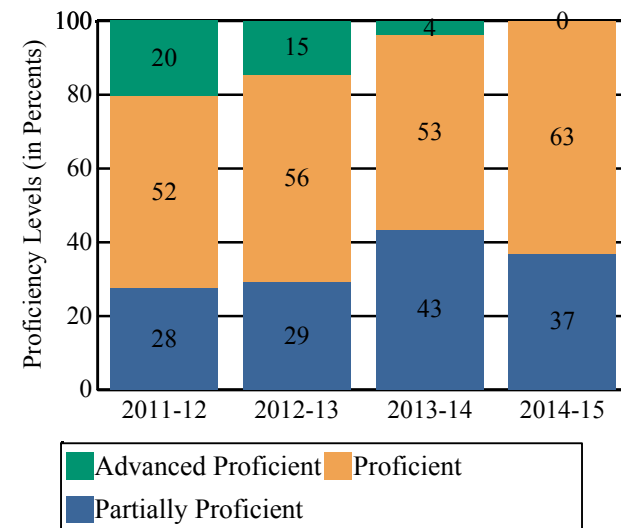
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	63%	37%
White	0%	70%	30%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	40%	60%
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	61%	39%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
-	-

### Algebra I Test Taking

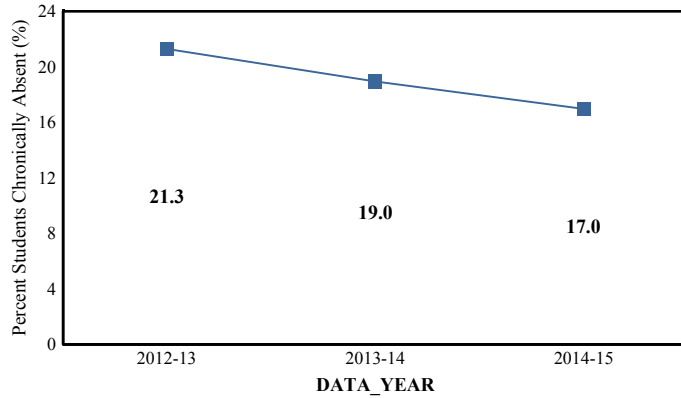
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
-	-

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

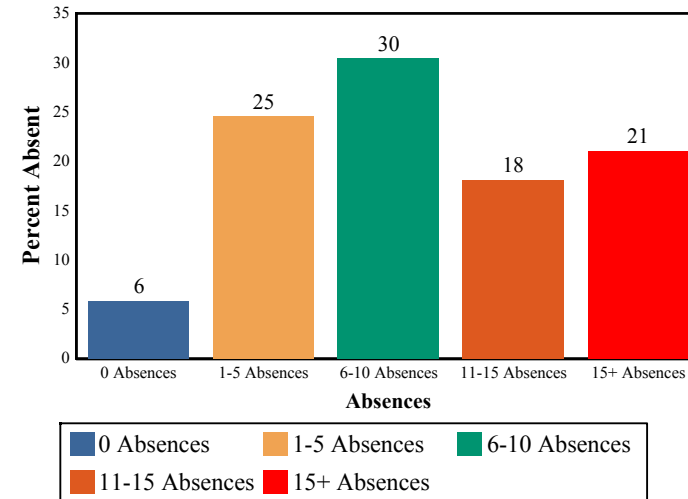


**Chronic Absenteeism for 2014-15**

**16.96%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





### Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	N/R	66.0%
Visual Arts	N/R	71.1%
Total: All Visual and Performing Arts	N/R	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	88	77	35	YES
Student Growth on Math	61	94	86	35	YES
		91	82		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	14%	7%	0%
Partially Met	8%	7%	1%
Approached	5%	8%	11%
Met	1%	9%	16%
Exceeded	0%	1%	7%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	4%	0%
Partially Met	7%	11%	9%
Approached	4%	14%	15%
Met	1%	7%	14%
Exceeded	0%	0%	0%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	762	770
50th	737	749
25th	699	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	753	763
50th	730	742
25th	710	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

CUMBERLAND  
COMMERCIAL TWP

GRADE SPAN 06-08

11-0950-050  
PORT NORRIS MIDDLE SCHOOL  
6812 BROWN STREET  
PORT NORRIS, NJ 08349-9620

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	753	776
50th	728	751
25th	694	724
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	760	777
50th	736	751
25th	712	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	771	850
75th	748	759
50th	733	740
25th	708	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	742	748
50th	723	726
25th	704	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	44

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	7 Hrs. 0 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	55.2%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
<b>Full Time</b>	6 Hrs. 30 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
<b>Faculty</b>	11
<b>Administrators</b>	83

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
CAMDEN	CAMDEN CITY	CHARLES SUMNER ELEMENTARY SCHOOL	07-0680-310	PK-08	89.6%	23.9%	17.6%
CAMDEN	CAMDEN CITY	YORKSHIP ELEMENTARY SCHOOL	07-0680-360	PK-08	87.4%	4.4%	13.8%
CHARTERS	JERSEY CITY COMM. CS	JERSEY CITY COMMUNITY CHARTER SCHOOL	80-6910-940	KG-08	86%	0%	9.5%
CHARTERS	MARIA L. VARISCO-ROGERS CS	MARIA VARISCO ROGERS CHARTER SCHOOL	80-7735-975	KG-08	87.7%	11.5%	8.8%
CHARTERS	UNIVERSITY HEIGHTS CS	UNIVERSITY HEIGHTS CHARTER SCHOOL	80-8065-980	PK-08	86.8%	1.6%	8.8%
CUMBERLAND	BRIDGETON CITY	BROAD STREET SCHOOL	11-0540-030	KG-08	97.8%	37.6%	10.2%
CUMBERLAND	BRIDGETON CITY	BUCKSHUTEM ROAD SCHOOL	11-0540-050	KG-08	92.1%	22.6%	7.4%
CUMBERLAND	COMMERCIAL TWP	PORT NORRIS MIDDLE SCHOOL	11-0950-050	06-08	82.4%	0%	26.1%
ESSEX	EAST ORANGE	PATRICK F. HEALY MIDDLE SCHOOL	13-1210-095	06-08	83.7%	4%	21.6%
ESSEX	EAST ORANGE	SOJOURNER TRUTH MIDDLE SCHOOL	13-1210-135	06-08	84.8%	3.4%	20.6%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY MIDDLE SCHOOL	13-2330-135	06-08	86.2%	5.5%	12.8%
ESSEX	NEWARK CITY	ABINGTON AVENUE SCHOOL	13-3570-170	PK-08	91%	17%	12.8%
ESSEX	NEWARK CITY	AVON AVENUE SCHOOL	13-3570-220	KG-08	87.7%	0%	9.2%
ESSEX	NEWARK CITY	HAWKINS STREET SCHOOL	13-3570-460	PK-08	94.3%	26%	11.6%
ESSEX	NEWARK CITY	LUIS MUNOZ MARIN ELEMENTARY SCHOOL	13-3570-301	PK-08	86.1%	14.4%	23.2%
ESSEX	NEWARK CITY	MCKINLEY	13-3570-520	PK-08	85%	6.4%	24.8%
ESSEX	NEWARK CITY	RAFAEL HERNANDEZ SCHOOL	13-3570-575	PK-08	88.2%	10.6%	15.4%
HUDSON	JERSEY CITY	CHRISTA MCAULIFFE SCHOOL	17-2390-250	PK-08	87.7%	11.2%	11.9%
HUDSON	JERSEY CITY	PS # 34	17-2390-280	PK-08	88.5%	8%	13.7%
HUDSON	NORTH BERGEN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	17-3610-080	01-08	83.1%	9.1%	23.8%
MONMOUTH	RED BANK BORO	RED BANK MIDDLE SCHOOL	25-4360-060	04-08	88.2%	9%	10.9%
PASSAIC	PATERSON CITY	DON BOSCO ACADEMY	31-4010-301	06-08	90.2%	10.3%	12.2%

**SCHOOL PEER GROUP**

**CUMBERLAND**

**COMMERCIAL TWP**

**GRADE SPAN 06-08**

**PORT NORRIS MIDDLE SCHOOL**

**6812 BROWN STREET**

**PORT NORRIS, NJ 08349-9620**

PASSAIC	PATERSON CITY	<b>NORMAN S WEIR</b>	31-4010-325	KG-08	77.9%	2.2%	38.8%
PASSAIC	PATERSON CITY	<b>REV DR FRANK NAPIER JR SCHOOL</b>	31-4010-080	01-08	86.9%	7.8%	18.3%
PASSAIC	PATERSON CITY	<b>SCHOOL 13</b>	31-4010-170	KG-08	90.8%	10.2%	4.1%
PASSAIC	PATERSON CITY	<b>SCHOOL 18</b>	31-4010-220	PK-08	91.8%	16.7%	7.9%
PASSAIC	PATERSON CITY	<b>SCHOOL 8</b>	31-4010-120	KG-08	93.7%	23%	7.3%
UNION	ELIZABETH CITY	<b>GEORGE WASHINGTON ACADEMY</b>	39-1320-090	PK-08	87.5%	1.1%	6%
UNION	ELIZABETH CITY	<b>SCHOOL NO. 1</b>					
UNION	ELIZABETH CITY	<b>LOUVERTURE-LAFAYETTE SCHOOL</b>	39-1320-120	PK-08	89.8%	17.4%	13.1%
UNION	ELIZABETH CITY	<b>NO. 6</b>					
UNION	ELIZABETH CITY	<b>NICHOLAS S. LACORTE-</b>	39-1320-110	KG-08	89.2%	23.2%	15.5%
UNION	ELIZABETH CITY	<b>PETERSTOWN SCHOOL NO. 3</b>					
UNION	PLAINFIELD CITY	<b>HUBBARD MIDDLE SCHOOL</b>	39-4160-060	06-08	89.6%	21.2%	18.7%